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BOOK REVIEWS

Literature and Life in the School. By J. ROSE COLBY. Boston: Houghton, Mifflin & Co., 1906. Pp. 229. \$1.25.

This is a little volume of essays on literature in the schools, consisting of these five chapters: "The True Function of Literature;" "Literature and the First Four Years of School Life;" "Literature and the Second Four Years of School Life;" "Method of Handling Literature in the School;" "Literature and Life after the Elementary Years;" and an appended list of books.

The title of the book may not quite fairly be taken as indicating its atmosphere and method, for it is not entirely mystic nor merely discursive. Neither should the opening chapter, which deals with the educational and artistic problems involved in a partial and personal way, be taken as measuring the usefulness of the book. For when we do get into the central chapters, we find most of the judgments sound, and the actual practical advice good. It is clearly to be seen that the author has imbibed much of the wisdom of modern educational philosophy, has seen the readjustments of educational material and the shifting of educational emphases. She has a vision of the fact that we must make provision for the childhood of children. But one cannot feel sure that she has recently taught the actual children, singly or in classes. Both the detailed advice and the generalizations supporting them have an atmosphere of *a priori* theory, so subtly different from that of *a posteriori* practice. The book, title and all, is colored and injured by the doctrine that literature is chiefly useful for producing and deepening what are, after all, extra-literary results—patriotism, for example, or love of nature. The style helps to confuse one as to the usefulness of the book. It is a literary style, whereas it ought to be a scientific style. This gives it a vague and indirect air, where one has a right to expect directness and authority. The book is not one that would be read by people who read general literary essays; it makes its only appeal to school teachers; and when teachers are suffering for teaching as full and as exact as possible, concerning the art of literature, and those elements and specimens of it that they will find applicable and effective, together with somewhat specific directions for using them, it is trying to have to extricate these things, if they are to be had at all, from a chapter of indirect suggestions and "literary" reflections. It is this tendency to write a literary book of reflections about literature and life and education that makes one feel that it will not go as far as it ought—that it really falls between two stools, forsaking the sunny bench of educational and critical impressionism, and yet not attaining the austere seats of pedagogical science.

PORTER LANDER MACCLINTOCK

Rhetoric and English Composition. By GEORGE R. CARPENTER. New York: The Macmillan Company, 1906. Pp. 430. \$1.10.

There is to both teacher and pupil a decided advantage from having the courses in grammar and rhetoric combined as closely as possible. The two textbooks on these subjects prepared by Mr. Carpenter secure this association to